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Description automatically generatedCoursework Planning Form: Faculty**

**Addressing Reading, Literacy, Language Arts across Courses**

**Directions:** In the top row, provide the number and name for each course in your program that addresses the topic. Provide the semester the course is taken. Put an X in the cell to indicate what resources will be used in each course. Once completed, ensure there is no overlap in resources across programs (unless intentional). Additionally, ensure there is not an overload of IRIS activities across courses offered in the same semester.

|  | **Course Name and Number; Semester** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Modules |  |  |  |  |  |  |
| [CSR: A Reading Comprehension Strategy](https://iris.peabody.vanderbilt.edu/module/csr/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](https://iris.peabody.vanderbilt.edu/module/ebp_01/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_02/) |  |  |  |  |  |  |
| [Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity](https://iris.peabody.vanderbilt.edu/module/ebp_03/) |  |  |  |  |  |  |
| [Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction](https://iris.peabody.vanderbilt.edu/module/dbi1/) |  |  |  |  |  |  |
| [Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization](https://iris.peabody.vanderbilt.edu/module/dbi2/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades 2–6](https://iris.peabody.vanderbilt.edu/module/pals26/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for Grades K–1](https://iris.peabody.vanderbilt.edu/module/palsk1/) |  |  |  |  |  |  |
| [PALS: A Reading Strategy for High School](https://iris.peabody.vanderbilt.edu/module/palshs/) |  |  |  |  |  |  |
| [Progress Monitoring: Reading](https://iris.peabody.vanderbilt.edu/module/pmr/) |  |  |  |  |  |  |
| [RTI (Part 3): Reading Instruction](https://iris.peabody.vanderbilt.edu/module/rti03/) |  |  |  |  |  |  |
| [RTI (Part 5): A Closer Look at Tier 3](https://iris.peabody.vanderbilt.edu/module/rti05/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas](https://iris.peabody.vanderbilt.edu/module/sec-rdng/) |  |  |  |  |  |  |
| [Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies](https://iris.peabody.vanderbilt.edu/module/sec-rdng2/) |  |  |  |  |  |  |
| Case Studies |  |  |  |  |  |  |
| [Comprehension and Vocabulary: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_compvoc.pdf) |  |  |  |  |  |  |
| [Early Reading](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_earrd.pdf) |  |  |  |  |  |  |
| [Fluency and Word Identification: Grades 3–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_flu.pdf) |  |  |  |  |  |  |
| [Written Expression: Grades 2–5](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_writex.pdf) |  |  |  |  |  |  |
| Activities |  |  |  |  |  |  |
| [Vocabulary Instruction: Possible Sentences for English Language Arts](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Possible_Sentences_ELA.pdf) |  |  |  |  |  |  |
| [Vocabulary Instruction: Possible Sentences for Science](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Possible_Sentences_Science.pdf) |  |  |  |  |  |  |
| [Vocabulary Instruction: Possible Sentences for Social Studies](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/case_based/IA_Possible_Sentences_Social_Studies.pdf) |  |  |  |  |  |  |
| [Mnemonic Strategies](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Mnemonic_Strategies.pdf): [Keyword Method](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Mnemonic_Strategies.pdf) |  |  |  |  |  |  |
| [Note-Taking: Why Some Students Struggle](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Note_Taking_Why_Struggle.pdf) |  |  |  |  |  |  |
| [Reading Comprehension: Comparing High & Low Achievers](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Reading_High_and_Low_Achievers.pdf) |  |  |  |  |  |  |
| Information Briefs |  |  |  |  |  |  |
| [10 Strategies to Increase Student Reading Comprehension](https://www.thoughtco.com/reading-comprehension-strategies-7952) |  |  |  |  |  |  |
| [5 Effective Modeling Strategies for English Learners](https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners) |  |  |  |  |  |  |
| [5 Steps to Individualize Writing Instruction](https://www.ascd.org/el/articles/5-steps-to-individualize-writing-instruction) |  |  |  |  |  |  |
| [5 Ways to Support Students Who Struggle with Reading Comprehension](https://www.edutopia.org/article/5-ways-support-students-who-struggle-reading-comprehension) |  |  |  |  |  |  |
| [6 Essential Skills for Reading Comprehension](https://www.understood.org/en/articles/6-essential-skills-needed-for-reading-comprehension) |  |  |  |  |  |  |
| [7 Steps for Teaching Writing Skills to Students with Disabilities](https://blog.brookespublishing.com/7-steps-to-teaching-writing-skills-to-students-with-disabilities/) |  |  |  |  |  |  |
| [8 Working Memory Boosters](https://www.understood.org/en/articles/8-working-memory-boosters) |  |  |  |  |  |  |
| [A Multidimensional Approach to Vocabulary Instruction: Supporting English Language Learners in Inclusive Classrooms](https://www.readingrockets.org/article/multidimensional-approach-vocabulary-instruction-supporting-english-language-learners) |  |  |  |  |  |  |
| [A Range of Writing Across the Content Areas](https://www.readingrockets.org/article/range-writing-across-content-areas) |  |  |  |  |  |  |
| [Assistive Technology for Writing](https://www.understood.org/en/articles/assistive-technology-for-writing) |  |  |  |  |  |  |
| [Collaborative Strategic Reading](http://s3.amazonaws.com/cmi-teaching-ld/alerts/35/uploaded_files/original_DLD_Alert26.pdf?1486204856) |  |  |  |  |  |  |
| [Collaborative Strategic Reading (CSR): A Comprehension Strategy to Enhance Content Area Learning](https://www.edutopia.org/discussion/collaborative-strategic-reading-csr-comprehension-strategy-enhance-content-area-learning) |  |  |  |  |  |  |
| [Common Questions for Progress Monitoring](https://osepideasthatwork.org/sites/default/files/10%20-Common%20Questions%20for%20Progress%20Monitoring.pdf) |  |  |  |  |  |  |
| [Culturally Responsive Teaching in Today's Classrooms](https://ncte.org/blog/2018/01/culturally-responsive-teaching-todays-classrooms/) |  |  |  |  |  |  |
| [Doing It Differently: Tips for Teaching Vocabulary](https://www.edutopia.org/blog/vocabulary-instruction-teaching-tips-rebecca-alber) |  |  |  |  |  |  |
| [Enriching Academic Vocabulary: Strategies for Teaching Tier Two Words to ELL Students](https://www.nytimes.com/2017/11/29/learning/lesson-plans/enriching-academic-vocabulary-strategies-for-teaching-tier-two-words-to-ell-students.html) |  |  |  |  |  |  |
| [Five Key Principles for Effective Vocabulary Instruction](https://www.readingrockets.org/article/five-key-principles-effective-vocabulary-instruction) |  |  |  |  |  |  |
| [Five Ways to Help Struggling Readers Build Reading Fluency](https://www.literacyworldwide.org/blog/literacy-now/2018/04/18/five-ways-to-help-struggling-readers-build-reading-fluency) |  |  |  |  |  |  |
| [Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: Practice Guide Summary](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf) |  |  |  |  |  |  |
| [How to Motivate a Middle School Reader](https://www.commonsensemedia.org/articles/how-to-motivate-a-middle-school-reader) |  |  |  |  |  |  |
| [How to Teach Writing to Elementary Students: 6 Key Areas of Focus](https://www.hmhco.com/blog/how-to-teach-writing-to-elementary-students-6-key-areas-of-focus) |  |  |  |  |  |  |
| [How to Use Multimedia in Your Active Reading Strategy](https://www.waterford.org/resources/how-to-use-multimedia-in-your-active-reading-strategy/) |  |  |  |  |  |  |
| [IDEA 2004 Close Up: Evaluation and Eligibility for Specific Learning Disabilities](https://www.greatschools.org/gk/articles/evaluation-and-eligibility-for-specific-learning-disabilities/) |  |  |  |  |  |  |
| [Monitoring Student Progress toward Meeting IEP Goals](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/Monitoring_Student_Progress_Toward_Meeting_IEP_Goals.pdf) |  |  |  |  |  |  |
| [Motivating Students to Read](https://www.edutopia.org/blog/motivating-students-read-donna-wilson-marcus-conyers) |  |  |  |  |  |  |
| [Phonics Blending: An Evidence-Based Literacy Strategy](https://www.understood.org/en/articles/evidence-based-literacy-strategy-phonics-blending) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #1: Common Progress Monitoring Omissions: Planning and Practice](https://files.eric.ed.gov/fulltext/ED578045.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #2: Common Progress Monitoring Graph Omissions: Missing Goal and Goal Line](https://files.eric.ed.gov/fulltext/ED578044.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #3: Common Progress Monitoring Graph Omissions: Making Instructional Decisions](https://files.eric.ed.gov/fulltext/ED578046.pdf) |  |  |  |  |  |  |
| [Progress Monitoring Briefs Series Brief #4: Common Progress Monitoring Omissions: Reporting Information to Parents](https://files.eric.ed.gov/fulltext/ED578047.pdf) |  |  |  |  |  |  |
| [Progress Monitoring: Mastery Measurement vs. General Outcome Measurement](https://iris.peabody.vanderbilt.edu/wp-content/uploads/modules/pmm/pdf/IRIS_PM_InfoBrief_011420.pdf#content) |  |  |  |  |  |  |
| [Read Captions Across America](https://dcmp.org/learn/154-read-captions-across-america) |  |  |  |  |  |  |
| [Reading Buddies](https://www.edutopia.org/article/reading-buddies) |  |  |  |  |  |  |
| [Reading Fluently Does Not Mean Reading Fast](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf) |  |  |  |  |  |  |
| [Reading Instruction: Fluency](https://www.adlit.org/adlit-101/essentials-literacy-instruction/reading-instruction-fluency) |  |  |  |  |  |  |
| [Reading Instruction: Vocabulary](https://www.adlit.org/adlit-101/essentials-literacy-instruction/reading-instruction-vocabulary) |  |  |  |  |  |  |
| [Reading Intervention Protocol: Partner Reading and Paragraph Shrinking](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/reading-intervention-protocol-partner-reading-and-paragraph-shrinking) |  |  |  |  |  |  |
| [Reading Motivation and Fun](https://www.colorincolorado.org/article/reading-motivation-and-fun) |  |  |  |  |  |  |
| [Reading Speed and Fluency: What You Need to Know](https://www.understood.org/en/articles/why-isnt-my-child-reading-fast-enough?_ul=1*1qd9qeh*domain_userid*YW1wLUM3MHVnTVl5dG1kdGZVbTVhWXEyMEE.) |  |  |  |  |  |  |
| [Reading with Purpose in the Content Areas](https://www.readwritethink.org/professional-development/strategy-guides/reading-purpose-content) |  |  |  |  |  |  |
| [Six Elementary Reading Strategies That Really Work](https://www.edutopia.org/article/6-elementary-reading-strategies-really-work) |  |  |  |  |  |  |
| [Supporting Student Comprehension in Content Area Reading](https://www.readwritethink.org/professional-development/strategy-guides/supporting-student-comprehension-content) |  |  |  |  |  |  |
| [Teaching Elementary School Students to Be Effective Writers](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_ew_tips_120517.pdf) |  |  |  |  |  |  |
| [Teaching Students to Read Metacognitively](https://www.edutopia.org/article/teaching-students-read-metacognitively) |  |  |  |  |  |  |
| [The Development of Phonological Skills](https://www.readingrockets.org/article/development-phonological-skills) |  |  |  |  |  |  |
| [The Secret to Developing Successful Readers’ Lies in How You Motivate Them](https://www.edsurge.com/news/2019-10-15-the-secret-to-developing-successful-readers-lies-in-how-you-motivate-them) |  |  |  |  |  |  |
| [TIPS for Educators of ELLs in Grades 4–12: Teaching Vocabulary](https://www.colorincolorado.org/sites/default/files/Tip_Sheet_4-12_Vocabulary.pdf) |  |  |  |  |  |  |
| [What Effective Pre-K Literacy Instruction Looks Like](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-what-effective-pre-k-literacy-instruction-looks-like.pdf?sfvrsn=817ba48e_8&_ga=) |  |  |  |  |  |  |
| [What Is Culturally Responsive Teaching?](https://www.understood.org/en/articles/what-is-culturally-responsive-teaching) |  |  |  |  |  |  |
| [What Is Effective Comprehension Instruction?](https://www.readingrockets.org/article/what-effective-comprehension-instruction) |  |  |  |  |  |  |
| Interviews |  |  |  |  |  |  |
| [Academic Language Skills and Reading Comprehension](https://iris.peabody.vanderbilt.edu/interview/46095-2/) |  |  |  |  |  |  |
| [Addressing the Reading Needs of Academically Diverse Students in Content-Area Classes](https://iris.peabody.vanderbilt.edu/interview/episode-11-don-deshler-phd-2/) |  |  |  |  |  |  |
| [Close Reading and Text Selection](https://iris.peabody.vanderbilt.edu/interview/episode-13-deborah-reed-phd-2/) |  |  |  |  |  |  |
| [Literacy Skills of Successful Adolescent Readers](https://iris.peabody.vanderbilt.edu/interview/episode-12-don-deshler-phd-2/) |  |  |  |  |  |  |
| [Possible Sentences Vocabulary Instruction](https://iris.peabody.vanderbilt.edu/interview/episode-14-deborah-reed-phd-2/) |  |  |  |  |  |  |
| Video Vignettes |  |  |  |  |  |  |
| [HLP #12: Systematically Design Instruction toward a Specific Learning Goal](https://highleveragepractices.org/hlp-12-systematically-design-instruction-toward-specific-learning-goal) |  |  |  |  |  |  |
| [HLP #16: Use Explicit Instruction](https://highleveragepractices.org/hlp-16-use-explicit-instruction) |  |  |  |  |  |  |
| [HLP #18: Use Strategies to Promote Active Student Engagement](https://highleveragepractices.org/hlp-18-use-strategies-promote-active-student-engagement) |  |  |  |  |  |  |

**Notes on Use**